


**WELCOME  
to DAY #1**

**“Assessment Literacy  
and Formative  
Assessment  
Resource Development  
Training”**

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**Our purpose...**

**To enhance your individual and collective knowledge about classroom assessment practices that lead to higher levels of student achievement.**



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**Day #1 Learning Outcomes...**

- Gain an awareness of the research regarding classroom assessment.
- Understand the differences among obtrusive, unobtrusive, and student-generated assessments and how to use each in the classroom.
- Learn essential practices for classroom assessment:
  - 1) Identify priority standards for informing classroom assessment development.
  - 2) Provide clear understanding of the learning goal through proficiency scale development.
  - 3) Provide instruction that focuses on the learning goal.
  - 4) Provide frequent and meaningful feedback.
  - 5) Provide opportunities for students to set goals, reflect on learning, and track their own progress.
- Learn about common assessment development for monitoring student progress to essential content.
- Learn data analysis practices related to classroom assessment.

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**Research by Jorissen, 2006**

“Most teachers say they develop their assessment knowledge and practices on the job.”

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**Research by Rick Stiggins, 2008**

“We have trusted those we believe to be more knowledgeable in test item development to develop our assessments.”

(textbook and test-making companies)

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**Popham and Stiggins, 2008**

“We have misunderstood the significance and hence slighted the purpose of daily classroom assessment.”

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## Classroom assessment is...

**Anything** a teacher does to gather information about a student's knowledge or skill regarding a specific topic.

Marzano, R. (2010) *Formative Assessment and Standards-Based Grading*,  
Bloomington, IN, Marzano Research Laboratory

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## Why should we do it?

Assessment results are one type of feedback!

Hattie and Timperley (2007) synthesized the most current and comprehensive research in feedback and summarized findings. They calculated an overall average effect size of **0.79**, translating to a **29 percentile point gain**.

Another way of saying this is that a student at the 50<sup>th</sup> percentile in a classroom where feedback *was not* provided would be predicted to rise to the 79<sup>th</sup> percentile if he or she *was* provided with feedback.

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## Why should we do it?

In a research review based on 250 empirical studies of classroom assessment that had been drawn from more than 800 published investigations, Paul Black and Dylan William concluded:

**“The research reported here shows conclusively that formative assessment does improve learning.”**

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## Why should we do it?

WYOMING DEPARTMENT OF EDUCATION

DISTRICT ASSESSMENT SYSTEM  
ANNUAL REPORT

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**OBTRUSIVE**

**UNOBTRUSIVE**

**STUDENT-GENERATED**

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**HANDOUT PAGE 3**



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**Three Types of Assessment**

**Obtrusive**

- Formalized, interrupt the normal flow of activity in the classroom
- pencil/paper tests, projects, quiz



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**Three Types of Assessment**

**Unobtrusive**

- Informal, do not interrupt the normal flow
- observations, listening for key ideas, watching for key actions or processes



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## Three *Types* of Assessment

### Student-Generated

- Students generate their own ideas to show their current level of knowledge or skill



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**As we make decisions  
about student learning, we  
can *never* rely on a single  
assessment.**

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**All assessments have  
measurement error.**

**Observed score = true score + error**

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### What are some sources of measurement error?

- Student not feeling well on the day of the assessment.
- Poor test questions
- Visual and verbal distractions
  - Fire drill, bee in the room, window open, SNOW!!!
- Too many assessments on the same day!!
- Biological accidents
- Biased test questions
- Inadequate opportunity to learn

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**HOW do we know what is  
important enough to  
assess?**

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### An Important Action Step...

Identify priority learning goals (a.k.a. priorities, power standards, critical understandings) within the curriculum.




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### What the Research Says about Learning Goals...

Learning targets convey to students the **destination for the lesson** – what to learn, how deeply to learn it, and exactly how to demonstrate their new learning. In our estimation (Moss & Brookhart, 2009) and that of others (Seidle, Rimmele, & Prenzel, 2005; Stiggins, Arter, Chappuis, & Chappuis 2009), the intention for the lesson is one of the most important things students should learn. **Without a precise description of where they are headed, too many students are "flying blind."**

Moss, Brookhart, Long (2011). Knowing Your Learning Target. Educational Leadership. 68 (6). Pp. 66-69

### HANDOUT PAGE 5

**The starting place for all effective instruction is designing and communicating clear learning goals.**

Marzano (2009)

Our collective goal is that the largest possible percentage of our

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**The idea of providing clear learning goals is not only Dr. Marzano's...**

**other educational researchers share his train of thought.**

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**The starting place for all effective instruction is designing and communicating clear learning goals.**

Marzano (2009)

Our collective goal is that the largest possible percentage of our students get there. To reach that goal we must define for ourselves and for them where "there" is. **Any energy you invest in becoming clear about your targets will pay dividends...**

Stiggins (1994)

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Our collective goal is that the largest possible percentage of our students get there. To reach that goal we must define for ourselves and for them where "there" is. **Any energy you invest in becoming clear about your targets will pay dividends...**

Stiggins (1994)

*If teachers aren't sure of instructional goals, their instructional activities will not be focused, and unfocused instructional activities do not engender student learning.*

Marzano (2009)

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**Priority Standards**

**Supporting Standards**

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### Priority Learning Goal

*The learner will tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.*

# WHAT?

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- WHAT must ALL students know and be able to do by the end of the year?
- WHAT must I monitor progress to (assess)?
- WHAT will inform the feedback I offer my students?

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**HOW** do we identify priority and supporting standards?

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**Criteria for Prioritized Standards** **HANDOUT PAGE 6**

Before teams begin to identify prioritized standards, they must understand the criteria for determining which standards should be prioritized. According to Larry Ainsworth (2003), there are three criteria to consider when determining which standards to prioritize:

1. **Endurance**—Knowledge and skills that will last beyond a class period or course
2. **Leverage**—Knowledge and skills that cross over into many domains of learning
3. **Readiness**—Knowledge and skills important to subsequent content or courses

Our experience has indicated that two additional criteria should also be considered:

1. **Teacher judgment**—Knowledge of content area and ability to identify more- and less-important content
2. **Assessment**—Student opportunity to learn content that will be assessed

As an example of how teachers can evaluate a specific standard for these five criteria, the following table is provided.

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**COMMON CORE**  
STATE STANDARDS INITIATIVE  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Determine the main idea of a text;  
recount the key details and explain how  
they support the main idea.

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The process of prioritizing  
standards helps to  
determine what is  
monitored in the  
classroom through one of  
the three kinds of  
assessment.

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HANDOUT PAGE 2




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**The *foundation*  
for a high-  
quality  
classroom  
assessment is...**

**a high-quality proficiency scale.**

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**CLEAR UNDERSTANDING**

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Let's move priority standards to a very usable format that provides **instructional information** and serves as a **foundation for assessment development...**

## Proficiency Scales.

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Three Levels of Performance Related to Every Learning Goal:

BEYOND the learning goal 

 AT the learning goal

BELOW the learning goal 

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The student will be able to:

- Write compound-complex sentences in isolation.
- Write a simple sentence with a subject and a predicate.
- Write a variety of complete sentences with fluidity.

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### Proficiency Scale

HANDOUT PAGE 8

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes
1	With HELP, a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated

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### Proficiency Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
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*Vocabulary*

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Proficiency Scale	
4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
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2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes
1	With <b>HELP</b> , a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated

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**Telling Time Proficiency Scale**

<b>Score 4.0 – more complex</b> <small>Demonstrations of learning that go above and beyond what was explicitly taught</small>
<b>Score 3.0 – the learning goal or expectation</b> <small>The student will:</small>
<b>Score 2.0 – the simpler stuff</b> <small>Foundational knowledge, simpler procedures, isolated details, vocabulary</small>
<b>Score 1.0</b> <small>With help, the student can perform Score 2.0 and 3.0 expectations</small>
<b>Score 0.0</b> <small>Even with help, the student cannot perform expectations</small>

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START HERE →

↑ THEN GO HERE

THEN HERE

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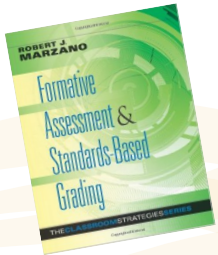
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## Writing Scales in Student-Friendly Language

**HANDOUT PAGE 10**



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**The student will ask and answer questions  
to demonstrate understanding of a text,  
referring explicitly to the text as the basis  
for the answers.**

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<b>4</b>	
<b>The student will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>	
<b>3</b>	I can ask and answer questions to show that I understand a text and I can refer to the text as the basis for my answers.
<b>2</b>	
<b>1</b>	

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4	I can ask and answer questions to show that I understand a beyond grade-level text. I can infer answers to questions about a beyond grade-level text and identify in the text evidence for my answer.
3	I can ask and answer questions to show that I understand a text and I can refer to the text as the basis for my answers.
2	I can tell the meaning of words such as <i>answer, ask, basis, detail, explicit, question, refer, text</i> . I can answer teacher-provided questions to show that I understand a text.
1	With help from my teacher or someone else, I can identify the meaning of words such as <i>answer, ask, detail, question, refer, text</i> . With help from my teacher or someone else, I can identify the answer to teacher-provided questions about a text.

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### Getting to “Student-Friendly Language”

- Do this in cooperation with the students.
- Do one scale at a time.
- Start by explaining content and performance at levels 3, 2, and then 4.
- When possible, have the class participate in rewriting the content at each score value in a manner that makes it clear for the student.

Formative Assessment and Standards-Based Grading, pages 45-46

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### Discussion Questions

- 1) What is meant by a proficiency scale being written in “student- friendly language?”
- 2) What benefit may result from asking students to be involved in rewriting scales in student-friendly language?

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HANDOUT PAGE 2




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## Our Working Lunch Activity...

- 1) Please use pages 23 and 24 in your handout.
- 2) Complete "The Four W's" protocol during the lunch break.
- 3) Be prepared to share your thoughts with others following lunch.

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## Four "W"s Text Protocol

Adapted from *Four "A"s Text Protocol* from Judith Gray, Seattle, WA 2005

1. Read the text silently, highlighting it and writing notes in the margin in answer to the following four questions:
  - What **Wisdom** is shared in the text?
  - What content do you **Wrestle** with in the text?
  - What in the text causes you to **Wonder**?
  - What in the text can you **Weave** into your work?
2. Upon cue, have each person identify one piece of **wisdom** in the text, citing the text as evidence.
3. Move through the remaining three questions, making sure each person's voice is heard.
4. As a whole group, respond to the question, "What does this mean for our work as Guam educators?"

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## An important idea...

Proficiency scales provide clear focus for instruction to learning goals.



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HANDOUT PAGE 12




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**It is critical that we use scales frequently with our learners to ensure that they understand what they need to know and be able to do.**

***How do we teach our students about proficiency scales?***

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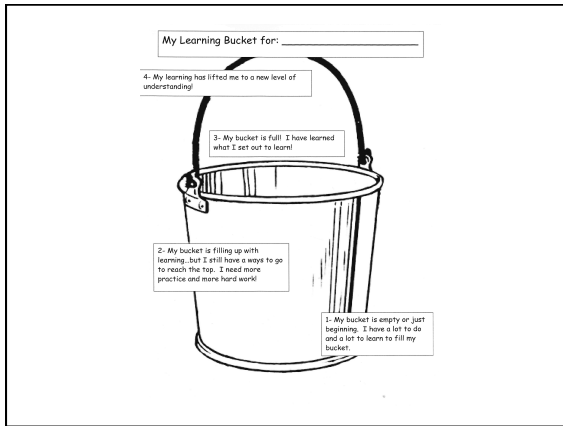
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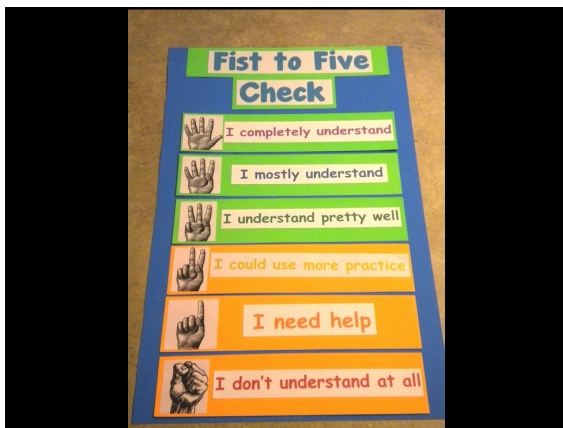
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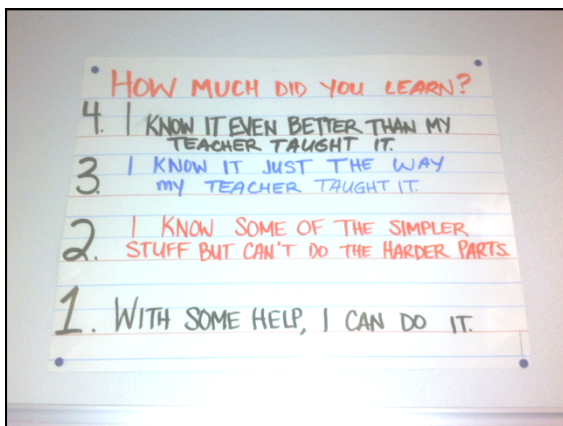
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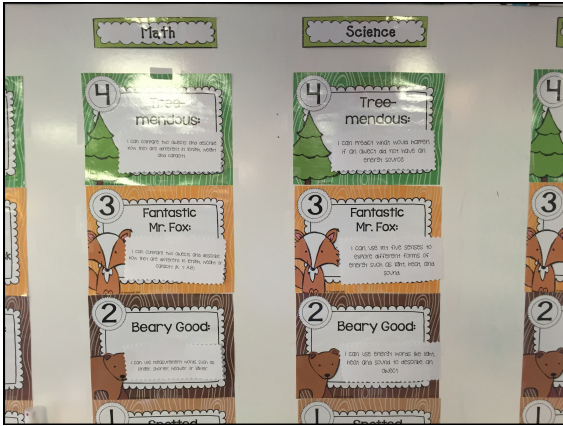
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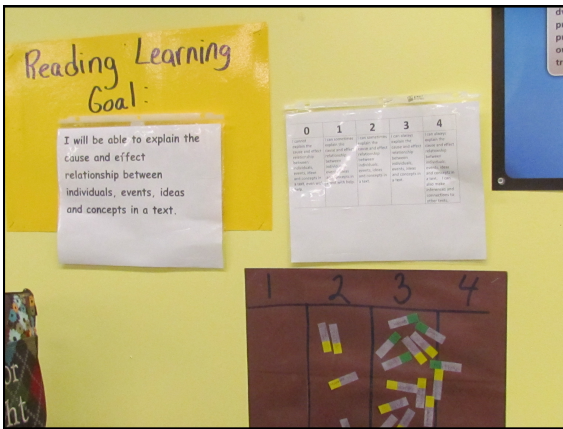
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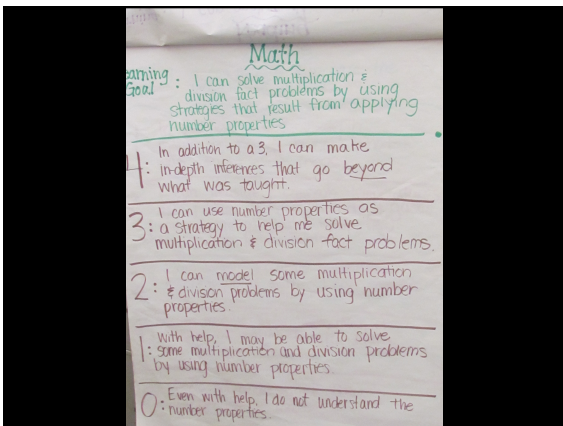
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## Another important idea...

Proficiency scales serve as the framework for a high-quality classroom assessment.



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## Three types of assessment items to measure the knowledge and skills defined...

- **Level 2 items:** Simpler details and processes that have been explicitly taught
- **Level 3 items:** Complex ideas and processes that have been explicitly taught
- **Level 4 items:** Inferences and applications that go beyond what was taught

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### Scale Worksheet

Score 4.0 – more complex  
Demonstrations of learning that go above and beyond what was explicitly taught

The student will:

- Solve real-world problems involving elapsed time
- Write correct digital time from an analog clock and the reverse

Score 3.0 – the learning goal or expectation

The student will:

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Score 2.0 – the simpler stuff

Foundational knowledge, simpler procedures, isolated details, vocabulary

The student will:

- Define analog, digital, a.m., p.m.
- Identify the hands on an analog clock
- Count by 5s to 60
- Tell time to the hour, half-hour, and quarter-hour
- Write time using the correct format

Score 1.0

With help, the student can perform Score 2.0 and 3.0 expectations

Score 0.0

Even with help, the student cannot perform expectations

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2. Find a partner. Count by 5's as far as you can up to 100 by completing this counting pattern:

5   10   15   \_\_\_\_   \_\_\_\_   \_\_\_\_   (keep going)

3. Fill in each blank to finish the description about one of the hands on the clock.

The longer hand on the clock is called the \_\_\_\_\_.

The shorter hand on the clock is called the \_\_\_\_\_.

4. Read each time and write it in the box using the correct format.

Time	Correct Format
Four o'clock	
Forty-five minutes past eight	
Eleven-thirty	

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### Let's explore this idea a bit further...

- 1) Please use pages 37-39 in your handout. Spend a bit of time on your own to familiarize yourself with the content on these three pages
- 2) When ready, please work with your elbow partner(s) to determine the degree that the assessment items align to language on the proficiency scale.

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### A Different Assessment Design...

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

**Unit 1A Test – Algebra 1: Free Response**  
(Multiple Representation, Domain & Range, Create & Analyze Graphs)

Read the question carefully and answer each question. The following are three different relations (mapping, graph and table). For each relation provide the Domain, Range, "Is the relation a function: yes or no?" and explain why the relation IS a function or why the relation is NOT a function.

1. (DR) e the domain and range function. Explain.

Domain (L3): \_\_\_\_\_ Explain (L3): \_\_\_\_\_

Range (L3): \_\_\_\_\_

Function: yes or no? (L2): \_\_\_\_\_

2. (DR)

x	y
8	8
6	6
4	4
2	6
0	8

Domain (L3): \_\_\_\_\_ Explain (L3): \_\_\_\_\_

Range (L3): \_\_\_\_\_

Function: yes or no? (L2): \_\_\_\_\_

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### A third important idea...

Proficiency scales ensure alignment of curriculum, instruction, assessment, and feedback.



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### Have you ever received feedback like this?

*Plastic Cover - 10*

Ferdinand Magellan

*Written Oral 85 75 160*

Ferdinand Magellan was born in Sabrosa, Portugal in the spring of 1480. He was raised in the northern province of Minho. He was enrolled in the Royal School for Pages when he was 12 years old. He learned about mapmaking, astronomy, and celestial navigation. Magellan heard about how Bartholomeu Dias had rounded the bottom of Africa, and how Christopher Columbus reached some of the islands of the New World. He heard about Vasco da Gama sailed around Africa and crossed the Indian Ocean to India and the Spice Islands. These explorations caused Magellan to dream about the day when he would search for new places.

After a long process, Magellan finally got approval from King Charles to set out on his voyage. Five tall, square-rigged ships were built for the voyage. They were the San Antonio, the Victoria, the Concepcion, the Santiago, and the Trinidad.

At the last minute, Antonio Pigafetta joined the crew. He turned out to be a

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### What makes for effective feedback?

- Timely
- Specific and clear
- Corrective
- Fosters a growth mindset

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### ONE INDIVIDUAL STUDENT'S RESULTS

- **Score 2.0**
  - Student answered all the items/tasks correctly
- **Score 3.0**
  - Student answered a portion of the items/tasks correctly
- **Score 4.0**
  - Student did not answer any of the items/tasks correctly

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### Recognize and Celebrate Growth

- Knowledge gain is the currency of student success in a formative assessment system.
- When knowledge gain has been recognized, it can be legitimately celebrated.

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### Having Students Chart Progress on Learning Goals

- 48 experimental-control studies were conducted at Marzano Research Laboratory.
- **This practice is associated with a 32-percentile point gain in student achievement.**

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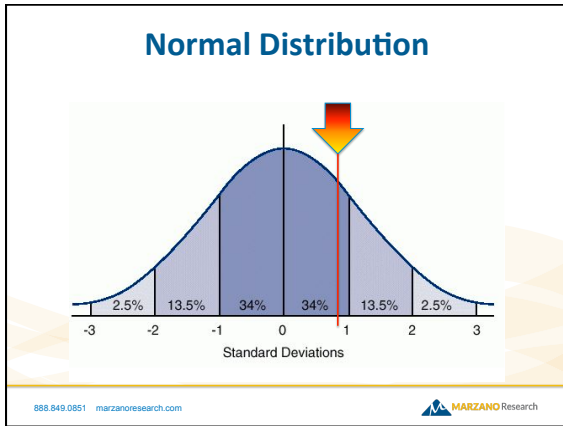
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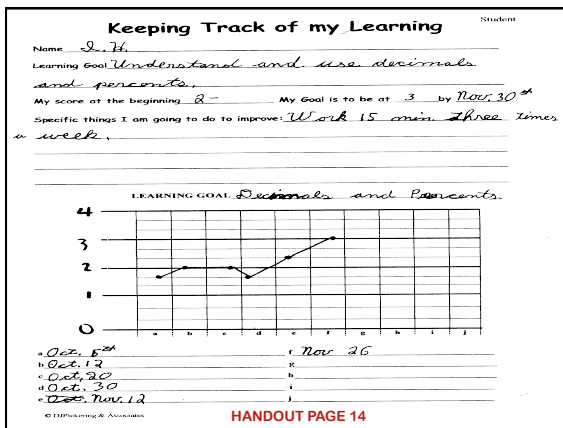
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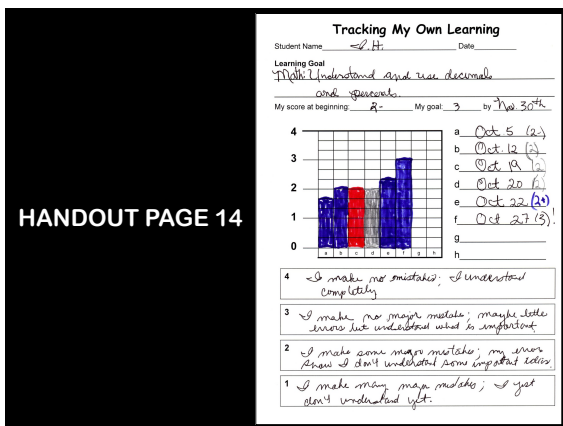
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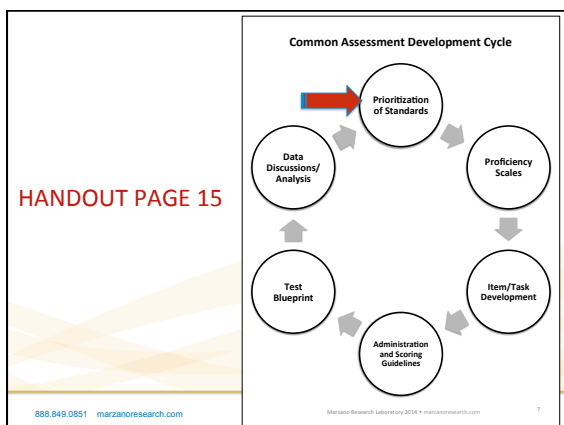
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**A *common* assessment is an important monitoring tool regarding student learning...let's establish some *common* understanding about it!**

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<b>#1</b>	<b>How does developing and administering common assessments support more efficient use of time?</b>
<b>#2</b>	<b>Why are team developed common assessments more equitable?</b>
<b>#3</b>	<b>What is the benefit of comparing the performance of students in one classroom with the performance of students in another classroom?</b>
<b>#4</b>	<b>How does common assessment enhance supporting students who do not learn the content?</b>

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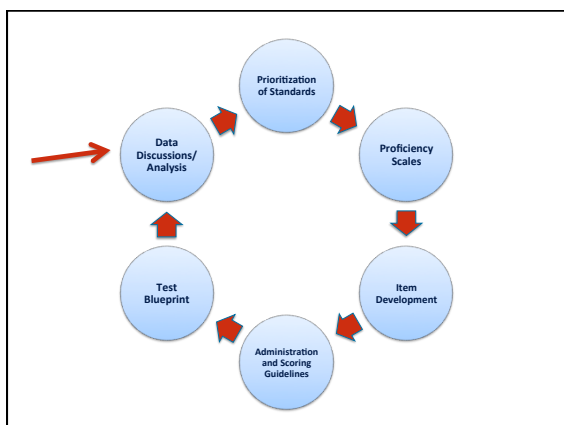
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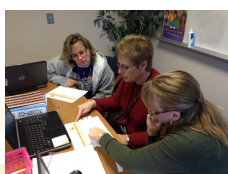
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**Typically, a common assessment results in data discussions to inform next steps in the instructional process.**



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**Student performance data is compiled and made available for our examination.**

**We have allocated time for data discussions.**

**We use student performance data to make instructional decisions.**

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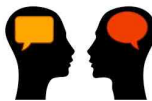

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<p>Locate the example data set on page 19 of your handout. On your own, please analyze the data. Makes some observations presented in the data.</p>	<p>Share your observations with your table partners. Use these observations to complete step 3.</p>	<p>As table partners, <u>write</u> two or three action steps that might result from the data analysis process.</p>

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*1) Examine assessment item #8 to ensure its quality.*

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# Thank You!

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